



Communication Skills in Preschool Children Through Innovative Methods

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Abstract: This paper discusses the theoretical foundations of developing communication skills in preschool children through role-playing games. It provides an in-depth analysis of key concepts such as "communication skills" and "role-playing games," drawing on the theories of E.O. Smirnova and D.B. Elkonin. The study highlights the significance of role-playing games as an effective means of developing communication skills and fostering positive social interaction in young children. The paper examines the process of communication skills development within the context of peer interactions, the influence of roles and rules on children's behavior, and the role of adults in guiding and supporting the play.

Keywords: Communication skills, role-playing games, development of social behavior, social adaptation, role behavior, theoretical approaches, pedagogical activity, interaction with others, development of positive communication, child psychology.

Introduction: It is worth emphasizing that play during this period plays a central role in the development of the child and is a powerful tool for shaping his personality, moral and volitional qualities. During the game, the child realizes the need to influence the world, which contributes to the development of other skills, such as attention, memory, imagination and reflective thinking. Play is the main activity in preschool age and has a serious impact on the development of the child. First of all, it helps children develop communication skills.

Preschoolers have not yet fully mastered the art of communicating with peers. As D.B. Elkonin noted, children at this age often "play next to, but not together."

Over time, the interaction between children becomes more active and productive. As an example, we will give a dialogue between two 4-year-old girls, in which you can see a clear goal and ways to achieve it.

Liza: "Let's play, this will be my car."

Dasha: "No."

Liza: "Come on, this will be our car."

Dasha: "Okay."

Lisa: "Can I ride in our car?"

Dasha: "Yes, I can" (she gets out of the car with a smile).

Lisa turns the steering wheel and imitates the sound of the engine.

N.A. Vasilyeva emphasizes that in middle and senior preschool age, despite their egocentrism, children begin to agree with each other on the content of the game, distribute roles and establish rules. Coordination of issues related to roles and control over their implementation becomes possible due to the fact that children are actively involved in a common activity that is emotionally significant for them [1, p. 60].

If for some reason joint play stops, this affects the process of communication between children. In one of the experiments conducted by Kurt Lewin, a group of preschoolers was placed in a room with incomplete toys (for example, the phone had no receiver, there was no water for the boat, and so on). Despite these shortcomings, the children continued to play and interact with each other. However, on the second day the situation changed and the children felt frustrated.

When they entered the room again, they noticed an open door to the next room, where there were full sets of toys, but the entrance was blocked by a net. Seeing an unattainable goal, the children began to get lost: someone pulled the net, someone lay on the floor, looking at the ceiling, and many began to throw old toys around in irritation. Due to frustration, both play activities and interaction between the children ceased [9, p. 360].

L. F. Obukhova notes that play not only develops children's communication with peers, but also contributes to the formation of voluntary behavior. During the game, the child develops the ability to regulate his behavior and follow established rules, which is then transferred to other types of activity. Voluntary behavior implies the presence of a model that the child follows, and the presence of control.

Unlike the external moral norms of adults, in play the child is guided by the behavior of another person, which he tries to reproduce. Self-control is formed only by the end of the preschool period, and at the first stages, external control from peers is necessary to manage behavior. At first, children watch each other, and then learn to control themselves. Over time, external regulation weakens, and the child's behavior begins to be regulated by internal images. According to M.A. Panfilova, there are two types of relationships in the game: play and real. Play relationships concern the performance of roles and the development of the plot, and real relationships are associated with the interaction of children as partners who jointly perform tasks. During the game, children master the language of communication, learn mutual understanding and mutual assistance, and also learn to coordinate their actions with the actions of other players. T.D. Martsinkovsky emphasizes that each game has certain elements, such as children, toys, dolls and various objects. These elements vary depending on the age of the children. For younger preschoolers, games often include repetitive actions similar to manipulating objects, and the number of participants can be limited to one or two children. For example, a three-year-old child can play "cooking dinner" and invite a doll or another child to it. At older preschool age, games can include more participants, and each of them can be given additional toys and objects to more fully reveal their role. In such games, a complex process of exchanging toys and objects between the participants sometimes develops, which depends on the course of the game plot.

E.O. Smirnova emphasizes that children's play begins with them agreeing with each other. Children choose what their game will be about, distribute roles and build behavior in accordance with these roles. When a child takes on a role, he begins to realize and perform the responsibilities associated with this role. For example, if a child plays a doctor, he expects the patient to follow his instructions - to undress, stick out his tongue or take his temperature.

For younger preschoolers, the plot and roles of the game are not planned in advance. They can arise improvised, depending on what object or toy the child gets his hands on. For example, if he takes the dishes, he can start playing house. In addition, children at this age often quarrel over the desire to take the object with which they want to play, as E.O. Smirnova notes. O.S. Karabanova emphasizes that in the games of senior preschoolers, the rules are based on the accepted role. Children plan their actions in accordance with the image they choose. Conflicts among senior preschool children often occur due to incorrect role performance, which

usually leads either to the end of the game or to the exclusion of the "wrong" player from the game process. In these games, children teach each other to interact, to take into account the interests of the partner. The game helps to develop the ability to control one's behavior. The formation of the ability to follow the rules and regulate one's actions occurs precisely in role-playing games, and is later transferred to other types of activity.

Play is of particular importance for human relationships, since it is social not only in its origin, but also in its content. It arises from how the child lives in society, and reflects these conditions.

E.A. Bugrimenko showed in her research that children better learn the relationships of control and evaluation through role-playing games, such as the game "in the toy factory." This experience helps them transfer such relationships to real activities. At the age of 4-5, a child needs an adult to continue productive activity. However, in a game, children can perform the same actions independently, without adult intervention.

According to M.A. Panfilova, in the process of communicating with peers in a game and in real life, a child is constantly faced with the need to apply the norms of communication and behavior learned in the game, as well as adapt them to different situations.

What explains such a strong influence of the introduction of a role and a plot on the child's behavior? How does a role affect the development of self-control? D.B. Elkonin identifies two psychological mechanisms that explain this process.

The first mechanism is the specific motivation that the game causes. Taking on a role becomes emotionally attractive to the child, which stimulates him to perform actions corresponding to this role. When a plot appears, it changes the meaning of these actions for the child, and the rule of behavior, inextricably linked with the role and plot, becomes the main motive for his behavior. The second mechanism of the influence of the role in the role-playing game on the behavior of children is that the game allows the child to objectify his actions, which helps him to be aware of them. The rule, which is fixed in the role, is perceived as part of the role itself and through it - by the child. This facilitates the process of awareness, since the rule becomes external. It is difficult for preschool children to evaluate their actions and follow certain rules consciously, but in the game the rule is perceived as something distant, fixed in the role. The child controls his behavior, as if through the role, which serves not only as a guide, but also as a standard for self-control. As a result, playing the role helps the child to consider his behavior through the prism of this image, creating

a kind of reflection. Role-playing in preschool children organically combines two key components for the development of volitional and voluntary behavior: on the one hand, it enhances motivation, and on the other, it promotes awareness of actions. Thus, role-playing is an optimal activity that creates favorable conditions for the development of these important mental processes. It is through such a game that one can effectively develop both volitional and voluntary behavior, as well as form communication skills and positive interaction.

A preschooler, joining a group of peers, already has a set of rules, behavior patterns and moral values that he has learned through the influence of adults, especially parents. He repeats the manners of loved ones, adopts their views on people, events and things. These learned norms and assessments are then reflected in his play and communication with other children.

Analyzing the works of various authors, we came to the conclusion that the most accurate definition of the concept of "communication skills" is according to E.O. Smirnova, who considers them as conscious actions of the child aimed at the correct organization of behavior and its management in the process of communication.

As for the concept of "role-playing game", the most complete definition, in our opinion, was proposed by D.B. Elkonin. He emphasizes that role-playing game is an important element of the child's connection with society, which is typical for childhood.

Having studied the features of the development of communication skills in preschoolers through role-playing games, we came to the conclusion that these games play a key role in the formation of relationships between children and in the development of their communication skills. Thus, role-playing games are an important tool for the formation of communication skills and positive communication abilities in preschoolers. Based on the conducted research, it can be concluded that for the successful formation of communication skills in preschool children, it is necessary to actively use role-playing games in pedagogical practice. The role of the teacher in this process is to create conditions that promote free and creative interaction of children, as well as to support their initiative and independence during the game.

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